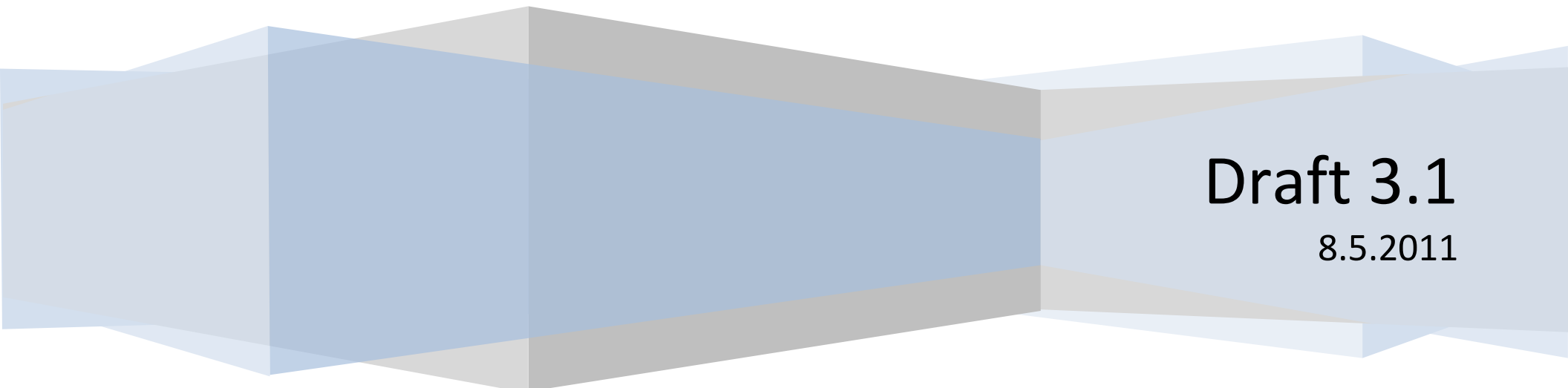**Kentucky Department of Education**

Principal Effectiveness Framework

The Teacher and Principal Effectiveness Frameworks organize the multiple measures which comprise Kentucky's proposed Professional Growth and Evaluation System. They are designed to support student achievement and professional best-practice through the domains of *Instruction*, *Learning Climate*, *Leadership and Professionalism, and Student Growth*.

The Kentucky Teaching Standards and Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning are the foundational documents for the Teacher Effectiveness Framework. The Interstate Leadership Licensure Consortium (ISLLC) Standards and the Continuum for Principal Preparation and Development are the foundational documents for the Principal Effectiveness Framework. Both frameworks provide structure and feedback for continuous improvement through individual goals that target student and professional growth, along with school improvement. Teacher and principal performance will be rated according to four performance levels (ineffective, developing, accomplished, and exemplary) for each standard.

The final performance rating will be a holistic reflection of combined performance across each domain.

Draft 3.1

8.5.2011

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
1.1 Create a comprehensive, rigorous, and coherent curricular program. (2B) Possible Sources of Evidences: • Pacing guides/curriculum map • Walkthrough data • Professional development plans • Agenda and minutes of planning period sessions, faculty meetings • Correspondence with faculty and staff • Standards posted in classrooms • Posted student friendly learning targets • KBE approved Teacher and Leader Working Conditions Survey Data • SBDM minutes and policies • Master Schedule • Response to Interventions • Common assessment • Student work • Newsletters • Parent nights • Program reviews *Principal Prep Dimensions: 1.1a, 1.1b, 1.2b, 2.1d, 3.2, 5.2c, 5.4a*	**Ensures curriculum standards are effectively taught through frequent formal and informal classroom observations.** **Provides constructive curricular feedback to teacher based on information from formal and informal classroom observations.** **Provides opportunities to ensure each academic standard is analyzed and translated (deconstructed) into rigorous, student friendly learning targets.** **Provides time, space and opportunities for core standards to be collaboratively aligned.** **Provides structure and support to compare student work to rigorous content standards.** **Ensures standards are aligned vertically and horizontally within the school.**	Conducts formal and informal classroom observations of curriculum delivery. Provides generalized feedback to teachers following formal classroom observations. Provides direction and purpose for teachers to post standards, learning targets and student work. Provides opportunities for horizontal standard alignment through grade level and/or team meetings.	Fails to create or maintain a system to ensure curriculum standards are taught. Allows classroom curriculum to be a matter of individual teacher discretion and autonomy. Fails to provide opportunities for teachers to unpack core standards, collaboratively develop learning targets, or compare student work.

EXEMPLARY: *(beyond existing school/district protocols and structures)*

Utilizes student input on delivery of curriculum to identify priorities.

Ensures standards are aligned vertically and horizontally at key student transitions within the school and the district.

Partners with and utilizes input from the community to improve curricular programs and initiatives.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
1.2 Create a motivating learning environment, personalized for all students. (2C) Possible Sources of Evidences: • Displays of student work • Walkthroughs • Principal's walkthrough data • Correspondence and communications • Greets parents and students at door • Celebrations of faculty and student successes and accomplishments • Focus groups • KBE approved Teacher and Leader Working Conditions Survey Data • Student advisory committees • Numerous one-to--one student conversations • Program reviews *Principal Prep Dimensions: 2.1b, 2.1c, 3.1b, 3.1d, 3.2c, 3.2d, 3.3a, 3.3c, 3.4d, 4.1e, 4.2a, 4.2c, 5.1a, 5.2, 5.4, 6.1a, 6.1c, 6.1i*	**Is visible in classrooms, throughout the building, and at appropriate after school functions, interacting with students and teachers.** **Creates and implements a system of monitoring, feedback and support that ensures instruction is research-based and individualized.** **Creates and implements a system of monitoring, feedback and support that focuses on high levels of student engagement.** **Provides support and resources for creative and innovative teaching.** **Develops policy to support high expectations for creating engaging physical learning environments.** **Provides opportunities and supports to extend the learning environment beyond the classroom walls (e.g. outdoor classrooms, displays of student work in hallways, organization of classrooms).**	Is visible during the school day, interacting with students and teachers. Observes classrooms identifying individualized instruction and high levels of student engagement. Encourages creative and innovative teaching.	Minimal time is spent interacting with students and teachers. Ignores the importance of individualization of instruction and student engagement in student achievement. Fails to support diverse learning styles of students

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.

Provides opportunities for extension and enrichment for students based on data from a variety of sources.

Models and explores creative avenues for addressing student learning and/or behavior needs, providing resources for research-based instruction and classroom management.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
1.3 Develop and utilize assessment and accountability systems to monitor student progress. (2E) Possible Sources of Evidences: • Evidence of changes in curriculum, teaching, and leadership based on data. • PD • Communications • Resource requests • Data analysis • RTI • School Improvement Plan • KBE approved Teacher and Leader Working Conditions Survey Data • Program reviews *Principal Prep Dimensions: 2.1b, 2.1c, 2.1d, 2.2*	**Gathers and appropriately uses formative and summative data to determine effectiveness of teaching and learning.** **Communicates formative and summative data with both leaders and teachers to set and measure student performance goals.** **Monitors achievement gaps and ensures appropriate measures are taken to address interventions and instructional decisions.** **Develops systems and supports that allow for differentiated learning opportunities based on assessment data.** **Develops protocols that ensure student progress is measured and communicated frequently with students and parents.**	Provides structures that measure student performance through formative and summative assessments. Sets student performance goals and monitors achievement gap data. Encourages teachers to differentiate learning opportunities based on student performance data. Communicates student assessment and accountability data through mandated reporting systems.	Fails to develop a system of assessment to monitor student progress. Fails to set goals on student performance and/or achievement gaps. Fails to support necessary changes of instructional strategies based on student assessment data. Fails to accurately communicate student assessment and accountability data with stakeholders.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Identifies future challenges and potential solutions based on anticipated student performance.

Creates formal structures that provide for student reflection and goal setting.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
1.4 Maximize teacher and organizational time focused on supporting quality instruction and student learning. (2G, 3E) Possible Sources of Evidences: • Evidence of School Improvement meetings • Walkthrough data • Evidence of teacher collaborative meetings around data (minutes, agendas) • School Master Schedule • Evidence of recognition/celebrations • SBDM Policies • Celebrations • KBE approved Teacher and Leader Working Conditions Survey Data • Program reviews *Principal Prep Dimensions: 1.2c, 3.3c, 4.2d, 5.1, 5.2*	**Builds staff capacity and delegates tasks based on the organization's strengths and priorities.** **Maximizes instructional time by protecting from interruptions and supporting creative ways of managing students.** **Communicates and monitors the expectation that engaging instruction is provided for the entire class period.** **Schedules time for teacher collaboration and planning focused on teaching and learning.** **Use various forms of data to inform organizational decisions.** **Schedules and communicates opportunities to recognize student and teacher success and achievement.**	Delegates tasks without consideration of strengths or priorities. Protects instructional time from interruptions. Ensures planning periods are focused on teaching and learning. Uses single source/incomplete data to inform organizational decisions.	Fails to delegate tasks. Allows inappropriate interruptions during instructional time. Fails to monitor teacher planning and collaboration time. Fails to use data to inform organizational decisions. Fails to formally recognize student and teacher successes or achievements.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Finds creative ways to collaborate with and meet the needs of stakeholders outside of existing school structures (e.g., parent conferences, celebrations, business partnerships, faith-based partners).

Finds creative ways to support instructional time for students beyond the traditional school day (e.g., business partnerships, faith-based partners, mentoring, higher education partnerships).

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

5

DOMAIN: Instruction

A principal promotes the success of every student by supporting research-based instructional practices, strategies and technologies. The principal facilitates a rigorous and coherent curriculum by monitoring the development, design and assessment of instruction which engages all students.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
1.5 Promote the use of the most effective and appropriate technologies to support teaching and learning. (2H) Possible Sources of Evidences: • Walkthrough data • PD agenda/minutes • Technology evident in School Improvement Plans • Technology Plan • Lesson Plans • Student work • Program reviews • KBE approved Teacher and Leader Working Conditions Survey Data *Principal Prep Dimensions: 1.1c, 1.1e, 1.2d, 3.3a, 3.4, 4.3a, 4.3d*	**Appropriately uses technology to communicate and support teaching and learning.** **Links technology initiatives to specific teaching and learning objectives.** **Links student use of technology to student achievement.** **Ensures available technology resources are maximized for the benefit of instruction and student learning.** **Models the importance of personal study and professional development for continued learning of appropriate technology.**	Communicates the expectation of using instructional technology. Encourages technology as an "add-on" to existing instructional practices. Focuses on "teacher-centered" use of available technology. Takes the initiative to learn new technology.	Displays limited competence in technology critical for efficient and effective operation of the school. Fails to make technology available to students or teachers.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Serves as a model for technology implementation.

Advocates for technology acquisition and implementation based on school needs and priorities.

Coaches the entire staff on the importance of technology to organizational success and effectiveness.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Learning Climate

Principal creates a safe, supportive, respectful, and engaging learning environment where students and staff have the opportunity to build positive relationships and grow and learn according to his/her individual needs.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
2.1 Collaboratively develop and implement a shared vision and mission emphasizing a culture of collaboration, trust, learning, and high expectations. (1A, 2A) Possible Sources of Evidences: • SBDM Minutes • Committee Structure/Reports • Vision, mission, goal documents • Newsletters/other communications • School Improvement Plan • KBE approved Teacher and Leader Working Conditions Survey Data *Principal Prep Dimensions: 3.3b, 4.1b, 4.1f, 4.1g, 4.2a, 5.1a, 5.1b, 6.1a, 6.1b, 6.1d, 6.1e, 6.1f, 6.1i*	**Shares leadership to establish, conduct, and evaluate processes used to involve students and staff in development/implementation of shared vision, mission, and goals.** **Communicates and models shared vision, mission, and goals, to empower staff in decision making which reflects a collaborative and trusting environment.** **Communicates and models, through decision making processes, a commitment to high expectations and closing of achievement gaps for all students.** **Identifies and communicates roles, responsibilities, and decision making processes, to appropriate stakeholder groups.** **Implements situational strategies to minimize conflict and avert crises.**	Engages students and staff in development of shared vision, mission, and goals. Communicates shared vision, mission, and goals but no protocol exists and/or input from students and staff is not used. Communicates the importance of high expectations and closing of achievement gaps without embedded protocols to support vision, mission, and goals.	Lacks or unilaterally develops vision, mission, and goals. Fails to connect actions, communications, and decision making to the organization's vision, mission, and goals. Lacks emphasis on learning and/or high expectations in vision, mission, and goals. Fails to demonstrate awareness of situational strategies for minimizing conflict and averting crises.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Inspires and nurtures a culture of collaboration, trust, learning, and high expectations, using skillful intervention, when appropriate.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

| DOMAIN: Learning Climate |
| Principal creates a safe, supportive, respectful, and engaging learning environment where students and teachers have the opportunity to build positive relationships and grow and learn according to his/her individual needs. |

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
2.2 Promote and protect the welfare and safety of students and staff. (3C) Possible Sources of Evidences: • School/District Plans • KBE approved Teacher and Leader Working Conditions survey data • Infinite Campus/SIS data reports • Facility Needs Assessment • Personal Observations • School safety data • Behavior reports • Policies and Procedures • Agenda and Minutes *Principal Prep Dimensions: 3.3b, 4.1a, 4.1d, 4.1g, 5.1d, 5.3a, 6.1d, 6.3a*	**Models respect for all stakeholders.** **Consistently and fairly enforces discipline and crisis management policies.** **Communicates timely information in regards to crisis situations with appropriate stakeholders.** **Collaborates with stakeholders to develop and implement a plan that manages conflict and crisis situations in a proactive and timely manner.** **Ensures policies and procedures are reviewed and revised annually using data on student conduct, student achievement, and facility needs.**	Ensures that a plan exists to address student conduct and crisis situations. Inconsistently enforces discipline and crisis management policies. Revises the student conduct/ discipline/crisis management plan as needed. Responds to behavior and safety issues as they occur with few proactive measures to address issues.	Fails to develop a plan, or implement an existing plan, for promoting discipline, order and a safe learning and working environment. Demonstrates inconsistent and/or unfair responses to behavior and safety issues.

| **EXEMPLARY:** *(not limited to the following descriptors, but is beyond existing school protocols and structures)* |
| Situational narrative is dependent upon the implementation of safety/crisis plans. |

| COMMENTS: *(Provide brief comments to support the holistic recommendation)* |
| |

DOMAIN: Learning Climate

Principal creates a safe, supportive, respectful, and engaging learning environment where students and teachers have the opportunity to build positive relationships and grow and learn according to his/her individual needs.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
2.3 Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources through sustained positive relationships with families, and community partners. (4B, 4C, 4D) Possible Sources of Evidences: • Communications • Committee memberships • Cultural celebrations/events • KBE approved Teacher and Leader Working Conditions Survey data • Culturally responsive instruction • Agenda and minutes from meetings • Program reviews *Principal Prep Dimensions: 1.1e, 3.3b, 4.1b, 4.1c, 4.1f, 4.2b, 6.1*	**Engages in open dialogue with stakeholders across cultural, social, and economic populations.** **Utilizes the community's cultural, social, and intellectual resources to enhance the learning environment, where appropriate.**	Engages in open dialogue with limited stakeholder involvement. Acknowledges the community's cultural, social, and intellectual resources.	Fails to demonstrate an understanding, appreciation, and need for the cultural, social and intellectual diversity of the school community. Fails to provide opportunities for all stakeholders to be involved in the school.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Recruits and networks with families, community partners, and under-represented populations to develop relationships to solve common problems and pursue shared purposes.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.1 Ensures each student's academic and social success by collecting and using data to identify goals, assess organizational and teacher effectiveness and promote organizational learning. (1B, 1E, 2D, 2I, 3A, 4A, 5A) Possible Sources of Evidences: • Sources of data – state, district, school, and classroom • EILA certificates • Agenda/minutes and handouts • Teacher handbook • Data Analysis • PD opportunities • Professional Growth Plans • Program reviews • KBE approved Teacher and Leader Working Conditions Survey Data *Principal Prep Dimensions: 1.1a, 1.1b, 1.2a, 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 3.1a, 3.1b, 3.2, 3.3a, 3.4a*	**Emphasizes professional practice across staff interactions (e.g., content standards, assessment, data analysis, teacher support, evaluation, instructional best practices).** **Uses data appropriately to inform decisions, implement, monitor and assess the effectiveness of curriculum, instruction, and classroom management for every student's academic and social success.** **Collaboratively develops and monitors each staff member's professional growth plan based on multiple sources of data.** **Reflects on own work, analyzes strengths and weaknesses, and takes responsibility for his/her professional growth.**	Emphasizes managerial/administrative tasks during faculty meetings. Uses data to identify priority needs to support an effective instructional program. Attempts to differentiate professional development.	Displays little or no evidence of new professional learning or sharing that learning with colleagues. Fails to use data to inform instructional program decisions. Provides professional development opportunities without evidence of staff need.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Models lifelong learning by demonstrating professional practices for staff (e.g., content standards, assessment, data analysis, teacher support, instructional best practices).

Collaborates with other schools, departments, districts and organizations in order to build professional knowledge of school staff.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.2 Develop the capacity for distributive leadership in instructional and organizational operations. (2F, 3D) Possible Sources of Evidence: • Documentation of teacher-led meetings • EILA credits • Professional Developments • Parent-teacher conferences • Evidence of teacher chaired committees • Documentation of volunteer programs • Parental involvement • Professional Growth Plan • Communications • Program reviews • KBE approved Teacher and Leader Working Conditions Survey Data *Principal Prep Dimensions: 3.2, 3.3b, 3.3d, 3.4, 4.1b, 4.2, 4.3, 5.1d, 5.2b, 5.3b*	**Delegates tasks with corresponding levels of authority for instruction and organizational operations.** **Utilizes professional growth and evaluation process to leverage strengths and build leadership capacity among staff.**	Distributes leadership on issues that are of little consequence to school functionality. Seeks opportunities to build teacher efficacy and leadership capacity among staff.	Fails to distribute leadership opportunities or decision-making authority. Fails to build teacher efficacy.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Nurtures the strengths and talents of students, staff, parents, and community to positively impact the effective and efficient operations of the learning community.

Designs and implements succession plans for every key position, ensuring the organization has a depth of talent to move the learning community forward.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

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DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.3 Create, implement, monitor, and revise plans to promote continuous improvement toward school goals. (1C, 1D) Possible Sources of Evidence: • Strategic Plan • School Improvement Plan • Committee structures • SBDM agendas/minutes • Master schedule • RTI • PLC's • PD • Emails/staff correspondence • Assessment/accountability data • I and I checklist • Team Meeting Agendas/Minutes • Staff Meeting Agendas/Minutes • Program reviews *Principal Prep Dimensions: 2.1c, 2.2a, 2.2b, 3.4, 5.1b, 5.1c, 5.2*	**Aligns change strategies, and instructional programs with the school's vision, mission and improvement goals through collaborative planning.** **Revises plans, programs, and activities based on evidence of progress toward the vision, mission, and improvement goals.** **Collaboratively develops, communicates, and builds shared ownership of improvement goals.** **Identifies achievement gaps and strategies to address them in the school improvement goals.**	Creates specific and measureable improvement goals related to student achievement. Creates structures that monitor the impact of improvement goals. Leads collaborative development of improvement goals.	Fails to identify specific or measurable improvement goals. Fails to monitor the impact of improvement goals. Creates improvement goals without collaboration.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Inspires and nurtures a culture of transparency in the development of vision, mission, and improvement goals to stakeholder groups, fostering student improvement and community support.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.4 Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. (3B) Possible Sources of Evidence: • SBDM policy and budgets • Master schedule • Safety plans • Observations • Budget reports • Audit reports • Grants • Building schedule • Technology plan • Inventory • Contact logs • Program reviews • Use of CIITS *Principal Prep Dimensions: 1.1d, 3.1c, 3.3a, 4.3c, 5.1c, 5.2a, 5.3a, 5.4a, 6.2*	**Delegates and monitors responsibilities for oversight of operational systems (e.g., physical safety, ADA requirements, fiscal resources, daily operations, and maintenance of the facility, materials and technology resources).** **Communicates the effectiveness of operational systems based on relevant data.** **Monitors fiscal records regularly to ensure the accountability of all funds.** **Allocates funds based on student needs within the framework of federal and state rules.** **Ensures all reports and compliance activities are submitted in a timely and thorough manner.** **Obtain and make creative use of resources (e.g., people, time, space, technology and money) to improve teaching and learning.** **Aligns staff selection and assignment with the diverse needs of the school.**	Maintains operational systems (e.g., physical safety, ADA requirements, fiscal resources, daily operations, maintenance of the facility, materials and technology resources). Revises operational systems based on data. Aligns allocated resources (e.g., time, people, space, technology, and money) to achieve the school's vision and goals.	Fails to maintain operational systems (e.g., physical safety, ADA requirements, fiscal resources, daily operations, maintenance of the facility, materials and technology resources). Fails to monitor and improve operational systems. Fails to develop a budget for the fiscal year. Fails to align allocated resources (e.g., time, people, space, and money) to achieve the school's vision and goals.

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EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*
Seeks and utilizes resources, partnerships, and opportunities beyond district/state funding.
Develops capacity within him/herself and staff to efficiently identify, access, and utilize relevant outside resources.
COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism
Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.5 Promotes the success of every student by acting with integrity, fairness, and in an ethical manner. (5) Possible Sources of Evidence: • SBDM policies • Accountability Systems • KBE approved Teacher and Leader Working Conditions Survey data • Confidentiality Training • Logs • Student Record Sign-In • RTI data and summary reports • <mark>Working conditions survey</mark> • Scheduling process *Principal Prep Dimensions: 4.1g, 4.1h, 4.3, 5.1d, 5.4*	**Adheres to the Code of Ethics for Administrators.** **Reviews and revises policies and systems assuring success for every student.** **Models personal and professional ethics, integrity, justice, and fairness.** **Meets the parameters of ethical and professional behaviors as established by federal, state, and local policies and professional organizations.**	Develops and implements policies and systems assuring success for every student.	Violates the Code of Ethics for Administrators. Fails to develop policies or systems that assure success for every student. Fails to meet the parameters of ethical and professional behaviors as established by federal, state, and local policies and professional organizations.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*
Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.
Collaborates with others to establish ethical norms and beliefs that impact behavior within the school and extends into the broader community.
COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Leadership and Professionalism

Principal provides professional and ethical leadership within the school and takes responsibility for professional growth and student academic success. Principal collaboratively works with the school community to improve teacher effectiveness and overall success of the school.

STANDARD (ISLLC Standard):	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
3.6 Promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. (6) Possible Source of Evidence: • Attends Board of Ed meetings • Consults with KASC • Consults w/KDE • Participates with state and local agencies • FRYSC • Correspondence with city/county/community leaders • Correspondence w/ local business/banks • Federal Title programs • District leadership • Documentation of visits, letters/emails, copies of agendas • SBDM agendas and minutes *Principal Prep Dimensions: 1.1e, 2.2f, 4.1b, 4.1c, 4.1e, 4.1f, 4.3b, 5.2b, 5.2c, 6.1b, 6.1c, 6.1d, 6.1e, 6.1g, 6.1h, 6.1i, 6.2a, 6.2c, 6.3*	**Advocate for children, families and other stakeholders.** **Act to influence local, district, state, and national decisions affecting student learning.** **Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.**	Facilitates discussions with school community about federal, state, and local laws, policies, regulations, and statutory requirements.	Fails to respond to political, social, and cultural needs of stakeholders. Fails to act as an advocate for children and families.

EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*

Informs and influences policies and policymakers (e.g., school board members, district and state education leaders, other policy makers) by establishing relationships to better serve children and families.

Advocates for public policies that provide for present and future needs of children and families and improve equity and excellence in education.

Serves on professional and/or community groups which contribute to policies that influence student achievement.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

DOMAIN: Student Growth

Principal contributes to student academic growth and overall school success.

STANDARD:	ACCOMPLISHED:	DEVELOPING:	INEFFECTIVE:
4.1 Impacts the academic growth of all students, regardless of demographics (e.g., socioeconomic status, ethnicity, gender, disability, prior achievement), contributing to overall school success. Possible sources of evidence: • Formative assessment results • Summative assessment results • Student work analysis • Program reviews • Interim benchmark assessments • Data disaggregation matrix • Gap goals and progress documentation • IEPs, ILPs, PSPs, GSPs • College readiness • Graduation rates • Student growth percentiles • Dropout rates • End of course exams • Student performance • State assessment • NRTs	**Multiple measures validate student academic growth and/or achievement results that meet the established school goal and/or student learning objectives.** **Multiple measures validate a targeted reduction in student achievement gaps.** **Data trends document continuous and sustainable improvement on K-PREP.**	Multiple measures indicate student growth but growth does not meet the established school goal and/or student learning objectives. Multiple measures indicate progress towards reducing student achievement gaps, but falls short of targeted goal. Data trends document improvement on K-PREP.	Demonstrates a pattern of no student growth and/or failed student achievement. Fails to indicate a pattern of reducing achievement gaps. Data trends document regression or no improvement on K-PREP.
EXEMPLARY: *(not limited to the following descriptors, but is beyond existing school protocols and structures)*			
Multiple measures of trend data (multiple years) validate a pattern of goal attainment in student performance, growth, or closing of achievement gaps.			

Creates a sense of shared ownership of overall school success through a culture of collaboration.

COMMENTS: *(Provide brief comments to support the holistic recommendation)*

Summative Evaluation Format

INSTRUCTION	*LEARNING CLIMATE*	*LEADERSHIP AND PROFESSIONALISM*	*STUDENT GROWTH*
1.1 Rigorous & Coherent Curriculum EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.1 Culture of High Expectations EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.1 Data Informed Decision Making EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	4.1 Student Growth EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE
1.2 Motivating Learning Environment EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.2 Student & Staff Safety EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.2 Capacity Building EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.3 Monitoring Student Progress EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	2.3 Positive Relationships EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	3.3 Continuous Improvement EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.4 Organizational Time EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE		3.4 Effective Use of Resources EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
1.5 Technology Support EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE		3.5 Professional Integrity EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
		3.6 Political & Social Influence EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	
OVERALL: INSTRUCTION EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	***OVERALL: LEARNING CLIMATE*** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	***OVERALL: LEADERSHIP AND PROFESSIONALISM*** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	***OVERALL: STUDENT GROWTH*** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE

□ I agree with the above evaluation.

□ I disagree with the above evaluation for the following reasons:

EVALUATEE COMMENTS:

_____   _____   _____   _____
Evaluatee Signature*   Date   Evaluator Signature   Date

*Does not denote agreement with evaluation, only that evaluation results have been shared with the evaluatee.

RESEARCH BASE FOR PRINCIPAL EFFECTIVENESS FRAMEWORK

INSTRUCTION DOMAIN:

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3.5   Professional Integrity

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